DOCUMENT RESUME

ED 143 747 UD 017 321

AUTHOR Thomas, Gail E.
TITLE Race and Sex Effects on Access to College. Report No. 229.
INSTITUTION Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE May 77
CONTRACT 400-76-0034
NOTE 91p.; For a related document see UD 017 099

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Attendance Patterns; *Black Students; *Caucasian Students; *College Attendance; *College Planning; Comparative Analysis; Family Background; Family Status; High School Students; *Models; *Prediction; Racial Factors; Secondary Education; Sex Differences

ABSTRACT

This study evaluates the effectiveness of an educational attainment model in predicting the likelihood of college attendance of a recent sample of black and white male and female high school seniors. These students were participants in a 1970 National Longitudinal study sponsored by the National Center for Educational Statistics. Specific variables that were measured in the study include: 1) family status origin, 2) mental ability, 3) senior class rank, 4) high school curriculum, 5) significant others influences, 6) perceived college ability, 7) educational expectations, and 8) college attendance. Three major observations were derived from the study. First, race differences were observed to be more influential than sex differences in affecting college attendance. Second, sex differences in educational attainment among blacks which have not been previously examined, were less pronounced than sex differences among whites. Third, many of the direct effects of race and sex on college attendance were found to be mediated by educational expectations, school process variables (class rank and curriculum placement) and to a lesser extent significant others' influences. This was also true of the direct effects of socioeconomic status (SES) and mental ability on college attendance operating for the race-by-sex groups examined. Black males were somewhat of an exception in that family origin maintained a model impact on their chances of college attendance but not on the influence of expectations, school process variables and significant others' influences. (Author/AM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED143747

RACE AND SEX EFFECTS ON ACCESS TO COLLEGE

Contract No. 400-76-0034

Gail E. Thomas

UD017321

Report No. 229

May 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.H. Hollifield
CSOS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Published by the Center for Social Organization of Schools, supported in part as a research and development center by funds from the United States National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the Institute should be inferred.

The Johns Hopkins University
Baltimore, Maryland

Introductory Statement

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through three programs to achieve its objectives. The Schools and Maturity program is studying the effects of school, family, and peer group experiences on the development of attitudes consistent with psycho-social maturity. The objectives are to formulate, assess, and research important educational goals other than traditional academic achievement. The program has developed the Psychosocial Maturity (PSM) Inventory for the assessment of adolescent social, individual, and interpersonal adequacy. The School Organization program is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. It has produced a large-scale study of the effects of open schools, has developed the Teams-Games-Tournament (TGT) instructional process for teaching various subjects in elementary and secondary schools, and has produced a computerized system for school-wide attendance monitoring. The School Process and Career Development program is studying transitions from high school to postsecondary institutions and the role of schooling in the development of career plans and the actualization of labor market outcomes.

This report, prepared by the School Process and Career Development program, examines the effects of race and sex on students' college attendance.

Abstract

This study evaluates the effectiveness of an educational attainment model in predicting the likelihood of college attendance of a recent sample of black and white male and female high school seniors. These students were participants in a 1970 National Longitudinal study sponsored by the National Center for Educational Statistics.

Three major observations were derived from the study. First, race differences were observed to be more influential than sex differences in affecting college attendance. Second, sex differences in educational attainment among blacks, which have not been previously examined, were less pronounced than sex differences among whites. Third, much of the direct effects of race and sex on college attendance were found to be mediated by educational expectations, school process variables (class rank and curriculum placement) and to a lesser extent significant others' influences. This was also true of the direct effects of SES and mental ability on college attendance operating for the race-by-sex groups examined. However, black males were somewhat an exception in that family origin (SES) maintained a modest impact on their chances of college attendance net of the influence of expectations, school process variables and significant others' influences. Thus in general the latter intervening variables were viewed as playing a crucial role as transmitters in the educational attainment process although their degree of influence varied for race and sex groups.

Acknowledgments

The author wishes to thank Karl Alexander, Bruce Eckland, Linda Gottfredson and Will Rice for their helpful comments provided in an earlier draft of this paper. Also the technical assistance of Denise Daiger, John Hollifield, Hazel Kennedy and Alta Lou Smith was very much appreciated.

Introduction

Blau and Duncan's (1967) documentation of the importance of schooling in influencing status attainment and subsequent extensions of their multivariate framework (Sewell and Shah, 1967; Sewell, Haller and Portes, 1969; Sewell, Haller and Ohlendorf, 1970; Hauser, 1971) stimulated empirical concern with the process of schooling itself. The original analysis and later extensions were primarily restricted to white male samples. Based upon these findings, the process of status attainment was assumed similar for other groups in the U.S. stratification system. However, researchers studying the process of schooling have recently examined this assumption based upon black-white and male-female comparisons. In general, these investigators have noted important differences in the educational attainment process between the races and the sexes.

For example, in terms of sex differences, Alexander and Eckland (1974) found that among whites, females achieved a lower level of educational attainment than males of similar family origin and mental ability, despite their better grade performance than males. But among blacks, Thomas, Alexander and Eckland (1977) did not observe significant net sex differences in educational attainment. As for major race differences, educational attainment models have been found less effective in explaining the educational attainment process for blacks than whites, primarily as a result of the lower impact of family status and mental ability operating for blacks (Kerckhoff and Campbell, 1977; Porter, 1974; Porter and Wilson, 1976). More recent is Thomas, Alexander and Eckland's finding of higher college attendance rates among blacks than among whites of comparable status origin and mental ability. Porter and Wilson (1976),

who obtained similar findings, qualified this observation by noting that although blacks attend college at a higher rate than whites of comparable background, the black advantage disappears upon simultaneous consideration of both structural background measures (i.e., family status, mental ability) and social-psychological measures (i.e., respondents' educational aspirations and self esteem), thus suggesting the importance of the latter variables for minority attainment.

This paper extends the initial inquiry of race and sex differences in access to college by Thomas, Alexander and Eckland (1977). Their inquiry entailed race and sex comparisons based upon a model of college attendance employing structural background variables (i.e., family origin, mental ability) and school process variables (class rank and curriculum). This analysis extends the original model to include important interpersonal and social psychological variables which have not generally been incorporated in models of educational attainment involving simultaneous race and sex comparisons (Porter and Wilson, 1976). This study will therefore provide a more detailed and complete picture of the educational attainment process varying by race and sex.

Specific variables added to the present inquiry are (1) the influences of "significant others" (i.e., respondents' parents, school officials and peers); (2) respondents' perceived college ability; and (3) respondents' educational expectations. Both the influence of those individuals constituting a student's "primary group" and his own personal self assessment and goal orientations are considered crucial in influencing educational outcomes (Allen, 1975; Porter, 1974; Kerckhoff and Campbell,

1977). Thus it will be informative to learn the manner and extent to which these intervening variables interact with structural background and school process variables to influence the likelihood of college attendance for groups varying by race and sex.

Method

Analytical Model

The research model that will be used to evaluate possible race and sex differences is outlined in Figure 1.

The variables graphically represented in Figure 1 are temporally ordered from left to right in a causal recursive path analytic framework (Wright, 1934) that parallels most models of status attainment. However, the present model more closely resembles the Portes and Wilson (1976) model, particularly with reference to the measure of educational attainment employed.

Assuming the Wisconsin researchers'(1969; 1970) original postulation of causal relationships among variables, family status origin (SES) and mental ability are the two major background variables in the present model. Both variables affect respondents' school performance as measured by class rank and their high school curriculum placement. In addition, these background variables, along with class rank and curriculum, affect the extent of significant others' influences on respondents and their perception of their college ability. Significant others' influences and respondents' perception of their college ability in turn affect their educational expectations which in turn affect their chances of college attendance.[1]

Variables

Measurement of variables employed in the analysis are as follows:

1. Family Status Origin (SES) - four status background variables--father's education, mother's education, father's occupation, household index--constituted a measure of SES.[2] Both the separate and joint effects of these variables were examined. Heise's "sheaf" coefficient (1972) was used to provide a summary measure of the composite effect of the four indicators.[3]

2. Mental Ability - an equally weighted linear composite of four standardized subtests--math, vocabulary, letter groups, and reading--constituted a measure of mental ability.

3. Senior Class Rank - data on respondents' senior rank were obtained from school records and coded in deciles.

4. High School Curriculum - an original seven-category item obtained from school records. This variable was recoded as a dichotomous dummy variable defined as enrollment in an academic curriculum versus other school programs.

5. Significant Others Influences (SOI) - four items constituted the measures of SOI influences. Respondents indicated: (a) their teacher and counselor's influence on their plans to attend college; (b) the amount of schooling their mother wanted them to obtain; (c) the amount of schooling their father wanted them to obtain; and (d) their friends' plans after high school graduation. The separate and joint effects of these variables also using Heise's "sheaf" coefficient were assessed.

6. Perceived College Ability - an original five-item index that was recoded into three (1 = no; 2 = uncertain; 3 = yes)

categories which asked respondents to indicate whether or not they perceived themselves as having the ability to complete college.

7. Educational Expectations - respondents indicated the highest level of education they planned to attain. Response categories ranged from "less than high school graduation" to "graduate or professional school."

8. College Attendance - a dichotomous dummy variable measuring post-secondary enrollment in either a two- or four-year academic program. Respondents who enrolled in only vocational programs after high school in October 1972 or 1973 or who did not pursue any type of post-secondary education during either time period are coded 0. Respondents who were enrolled during October 1972 or 1973 in either a two- or four-year academic program are coded 1.

Sample Design

The data for this analysis are from a subsample of 13,925 black and white males and females who participated in the Base Year (1972) and First Year Follow-Up (1973) study of the National Longitudinal Study (NLS) of the High School Senior Class of 1972. The survey was originally sponsored by the National Center for Education Statistics (NCES) and conducted by the Educational Testing Service and the Research Triangle Institute.

The project employed a two-stage probability sample with schools as first stage sampling units and students as second-stage units. The original sample involved a representative sample of approximately 21,600 twelfth grade males and females who were enrolled in approximately 1,200

public, private and church affiliated secondary schools within the fifty states of the United States and the District of Columbia.

Within each participating school, a random sample of eighteen twelfth graders and five additional alternate students was drawn from rosters of the senior class. Students were sampled with equal probabilities and without replacement within schools. Participants were asked to complete an approximately one hour and twenty minute questionnaire which dealt with their post-high school plans, aspirations, family background, and previous educational experiences. Students were also administered a sixty-nine minute aptitude test which measured verbal and nonverbal ability. Additional student data were obtained from school records and from questionnaires completed by guidance counselors. Finally, a one-year follow-up survey was conducted between October 1973 and April 1974 by the Research Triangle Institute, with the assistance of the U.S. Census Bureau. Of the seniors who had participated in the base-year survey, 94 percent completed the first follow-up questionnaire--65 percent by mail and 29 percent by personal interview.

The sample used in this study is limited to black and white respondents with no missing data. All other racial-ethnic groups (constituting 8 percent of the original sample) are excluded from the analysis.

Analysis

The first step in evaluating race and sex differences will be to test for the significance of race and sex main and interaction effects based upon a comparison of the resulting R^{2s}. At this stage, race will

be entered as a dummy variable into the research model for black and white males and next for black and white females. The increment in the explained variances (R^{2s}) produced by race main and interaction effects will be examined for each model. Similarly, sex will be entered as a dummy variable into the model for white males and females and correspondingly for black males and females. Race and sex main and interaction effects will be examined separately rather than simultaneously here and in the subsequent examination of path coefficients associated with race and sex main effects. The former procedure aids in controlling for the confounding effects of the two variables when entered simultaneously. It also provides a more concise picture of race and sex differences for appropriate subgroups.

The second step in the analysis will involve examining beta coefficients associated with the main or additive effects of race and sex. Here, race will be explicitly entered as a dummy variable into separate models for males and females and, correspondingly, sex will be entered as a dummy variable into separate models for whites and blacks. The final step will involve evaluating race and sex interactions based upon resulting standard and unstandardized coefficients among variables in the research model for each of the four race-by-sex subgroups. While unstandardized coefficients which are more appropriate for across group comparisons will be tabularly presented, standardized path values will be primarily relied upon for discussion purposes because they are more easily interpreted.

Findings

The coefficients of determination and corresponding F values derived from the preliminary analysis examining the predictability of various models containing and not containing race and/or sex main and interaction effects are presented in Tables 1 and 2.

Tables 1 and 2

The top half of Tables 1 and 2 gives the coefficients of determination for each dependent variable based upon the complete set of independent variables that are causally prior to each dependent variable (see Figure 1 for combinations of independent variables involved). Column (a) of Tables 1 and 2 gives the coefficients of determination for all dependent variables affecting each dependent variable minus race and sex main effects. Column (b) gives the coefficients of determination for all independent variables affecting each dependent variable with the addition of race and sex main effects. Column (c) presents the full set of equations for each dependent variable along with race and sex main and interaction effects. The interaction effects represent first order interactions of race and sex with every other independent variable involved in each equation. Lastly, the lower half of Tables 1 and 2 reports the F values indicating the significance of race and sex net main effects and first order interaction effects.

The purpose of the exercise summarized in Tables 1 and 2 is to provide a preliminary test for the significance of race and sex effects associated with the present data. The results do adequately substantiate the existence of significant race main and interaction effects, although

in some instances variance increments and F values are relatively small. In terms of the significance of race effects, among males (Table 1), only three out of the twenty relationships involving race main and interaction effects were not significant: the main effect involving race and college attendance, and the race interactions involving curriculum and mental ability. Among females, four such relationships were not significant: the race interactions involving mental ability, curriculum placement, teacher and counselor influence and mother's influence on college plans.

The findings shown in Table 2 suggest that sex effects are not as pronounced as race effects and, more important, that the impact of sex is much more influential among whites than among blacks. Only seven of the relationships involving sex main and interaction effects are insignificant among whites while thirteen of the twenty relationships examined are insignificant among blacks.

These preliminary results certainly show the existence of significant race and sex trends affecting college attendance. The remainder of this analysis will more specifically examine the main and interactive patterns shown here.

Race and Sex Main Effects

As noted previously, the second step in the analysis involves examining resulting path coefficients associated with the main effects of race and sex derived from entering both variables as dummy variables (i.e., 0 and 1 codings) directly into the research model. Appendix A

(Tables I-V) presents the item means, standard deviations and correlations for groups examined. Tables 3 and 4 summarize findings concerning the direct effect of race on variables in the model for males and females.

Tables 3 and 4

The most striking observation associated with the main effects of race is the consistently modest but in most cases significant negative coefficients across dependent variables among males and females. These negative values suggest several disadvantages for whites. In fact the only advantage occurring for whites involves the positive coefficients between race and ability, which reinforces past findings concerning the higher performance of whites than blacks on conventional tests of mental ability. Disadvantages for white male and females include the higher representation of blacks than whites in the top rank of their classes and in academic curriculums (rows 6; columns 2 and 3). Race also exerts a modest negative impact on the set of "significant others" variables, which means that blacks more often than whites perceive their parents, school officials and friends as positively influencing their plans to attend college. In addition, blacks have a higher perception of their college ability and have higher educational expectations than do whites (rows 6; columns 8 and 9).

The final disadvantage among whites involves the direct effect of race on college attendance. When considering only the effects of the traditional background measures--SES and mental ability--the direct effect of race indicates a modest disadvantage for whites, with the

disadvantage being greater among females than among males (rows 6; column 6). But when the two "school process" variables--class rank and curriculum--are entered into the equations, the direct effect of race on college attendance, while still significant and still higher for females than males, decreases. More important, when considering the full equation or total model (column 12), the direct impact of race on college attendance is reduced even further: its negative effects become negligible among males and maintain only slight significance among females (rows 6; column 12). This important finding clearly illustrates the major role of members of respondents' primary group and, more important, respondents' own educational expectations in transmitting or mediating the direct effects of race on college attendance. Porter and Wilson (1976) made a similar observation in their study. They showed that the impact of race on college attendance, which also indicated a disadvantage for whites, decreased substantially upon consideration of similar interpersonal and social-psychological variables.

Next, a summary of sex main effects is presented in Tables 5 and 6.

Tables 5 and 6

A brief inspection of row 6 of both tables shows that almost three times as many relationships involving sex are significant among whites than among blacks, suggesting that sex differences are more consequential among whites than blacks. A similar observation was noted in the initial stage of the analysis in which a comparison of R^{2^S} involving sex main

and interaction effects was made. However, the path and metric coefficients presented here detail this observation with respect to both the magnitude and direction of the bivariate relations involving sex.

Among whites (Table 5), eleven of the twelve relationships involving sex are significant. Only two of these relationships indicate a disadvantage for white males: the relationship between sex and ability and sex and class rank (row 6; columns 1 and 2), Thus white females outperform white males on traditional tests of mental ability and in terms of senior class representation. But white males compensate for these disadvantages by their higher representation in academic curriculums, their greater perception of positive encouragement from significant others (row 6, columns 3-6), their higher perception of their college ability and higher educational expectations (row 6; columns 8 and 9). Lastly, in terms of college attendance, white males also outperform white females. But here again, the direct effect of sex on college attendance is greatly reduced (although still significant) upon the addition of "significant others" influences and respondents' educational expectations to the final equation (row 6; column 12).

Among blacks, row 6 of Table 6 shows only three significant sex main effects. The relationship between sex and ability and sex and class rank indicate a disadvantage for males. Thus black females slightly outperform black males on conventional tests of mental ability and to a much greater extent in terms of class rank representation. That females demonstrate higher grade performance than males has been previously

documented for whites (Alexander and Eckland, 1974; Hauser and Alwin, 1974). The final significant sex effect among blacks involving college ability indicates a male advantage: black males more often perceive themselves as having the ability to do college work than black females (row 6; column 8).

Summary

The analysis of race and sex main effects revealed three important findings. First, the direct effects of race on variables in the research model indicated several disadvantages for whites which were not anticipated. In fact it was originally anticipated that any racial liabilities affecting chances of college attendance would accrue to blacks given their disadvantageous position in the status hieriarchy relative to whites. In an analysis reported elsewhere (Thomas, Alexander and Eckland, 1977) it was shown that blacks do in fact experience a disadvantage in college attendance relative to whites when family origin and mental ability are not controlled. However, net of these background factors, the present analysis indicates a black advantage in terms of college attendance. Furthermore, the higher attendance rates of blacks than whites is largely attributed to the higher performance of blacks on "school process" measures, the greater level of moral and social support that blacks perceive from "significant others," and their higher educational expectations.

In terms of sex main effects, being male or female more heavily impinged upon the college attendance process for whites than blacks.

Only three of the twelve relationships involving sex were significant among blacks, while eleven such relationships were significant for whites. Also, in all but two instances (i.e., the sex/ability and sex/rank relationships) white males were at an advantage relative to white females. Thus sex differences, while generally inconsequential among blacks, are significantly consequential among whites, with white males having greater advantages than white females.

A final noteworthy observation concerns the important role that significant others and educational expectations play. As noted previously, these variables were greater assets for blacks than whites and for white males than white females. However, at the same time they absorbed much of the initial direct effects of race and sex on college attendance when considering only the structural background and school process variables. Thus significant others and educational expectations serve as crucial mediators of the direct effects of race and sex on college attendance.

Race and Sex Interactions

The final step in the analysis involves analyzing the research model for all four race-by-sex groups (i.e., white males, white females, black males, black females). A comparison of separate parallel path models for these groups will provide a more detailed picture of race and sex interactions or, more specifically, show how race and sex affect the relationship among variables in the analytical model for each group.

Resulting path and metric values for the four race-by-sex subgroups are presented in Tables 7-10. Appendix A presents the item means, standard deviations, and correlations for the groups examined.

Tables 7-10

Sex Differences

Beginning with sex differences among whites and concentrating on Tables 7 and 8, the direct effects of the major background variables--SES and mental ability--on college attendance can be observed. Initially, the effects of mental ability are fairly substantial and almost equal for males and females, while the composite effect of SES is somewhat stronger for females than for males (rows 5 and 6; column 10).[4] However, when class rank and curriculum are added to the white equations, the influence of both background measures on college attendance is greatly reduced for both sexes (rows 5 and 6; column 11). More important, the addition of significant others' influences and educational expectations to the final equation further reduces the direct effects of SES and mental ability on college attendance, and the effects of both variables become almost equal for the sexes. Also, the direct effects of class rank and curriculum on college attendance are reduced. Class rank has a stronger impact on male than female attendance while the reverse is true of the effects of curriculum on attendance (rows 7 and 8; column 12).[5]

In terms of the impact of interpersonal and additional social-psychological factors, perceived college ability has no direct impact

on white male or female college attendance. Also, significant others' influences individually exert only a small direct effect on college attendance; their joint effect is modest and somewhat stronger for white males than white females (rows 9-13; column 12). Educational expectations, once entered, becomes the most important determinant of college attendance for whites, and its effects are stronger for females than males. Lastly, the resulting R^2 for whites based upon the full set of variables (column 12) show that the research model is slightly more effective in predicting the chances of female college attendance (R^2 = .47) than male attendance (R^2 = .44). This is contrary to past studies but may be partly attributed to the stronger effects of curriculum and educational expectations operating for white females.

Turning next to sex differences among blacks, reported in Tables 9 and 10, it can be noted that the composite effect of SES on college attendance is consistently stronger for males than females. This observation is again contrary to past studies among whites which have shown family origin to be more influential on female than male educational attainment (Sewell and Shah, 1967; Alexander and Eckland, 1974). While resulting standardized values also show mental ability to be slightly stronger for black males than black females, the unstandardized values indicate this to be the case only when class rank and curriculum are initially entered into the equations (rows 6; column 11). The direct effects of SES and mental ability on college attendance are also substantially reduced for blacks and largely mediated by class rank and curriculum, but moreso by significant others' influences and educational

expectations. The latter variables also partly mediate the direct effects of rank and curriculum on college attendance, with curriculum effects remaining modest for black females and becoming negligible for black males. Similarly in the full model, the direct effect of class rank maintains a modest impact on black males' attendance but becomes negligible for black females (rows 7; column 12).

In terms of the impact of interpersonal and social-psychological variables, perceived college ability has a small significant effect on the college attendance of black females but has no effect on black males' college attendance. Significant others collectively exert a stronger influence on black males' college attendance than black females' attendance. As with whites, educational expectations is the most important determinant of college attendance for black males and females. While the resulting path values show the effects of expectations on college attendance to be approximately equal for both sexes, metric values suggest that the latter variable is slightly more influential for black females than black males. Lastly, the resulting R^{2^s} for blacks indicate that the full model of college attendance is somewhat more predictive for black males (R^2 = .38) than for black females (R^2 = .33). Again this was contrary to the original expectation. However, it is suspected that the present small difference is associated with the stronger impact of family origin and the influence of significant others operating for black males.

In sum, the investigation of sex interactions to some extent suggested more patterns of sex similarities between whites and blacks

than did the previous analysis involving sex main effects. For example, evaluation of the full model showed that, for whites and blacks, curriculum was more important for female than male college attendance, while the reverse was true for the effects of class rank on college attendance. And, although the direct impact of significant others' influences on college attendance was small for all groups, the joint influence of this variable was greater for white and black males than females. Educational expectations, however, was the most important determinant of college attendance for all groups, but its effect was stronger for females than males among whites, and approximately equal among blacks. Finally, the direct impact of the major background variables (i.e., SES and mental ability) on college attendance was substantially reduced for all sex groups upon considering the full set of variables. However, the influence of SES and mental ability were almost equal for whites while, among blacks, the SES composite was more influential for black male than black female attendance.

Race Differences

Focusing on race interactions as shown in Tables 7-10, it can be seen that the resulting standardized and unstandardized values and the coefficients of determination suggest that race exerts a stronger influence on college attendance than sex. It may be recalled that variance differences between the sexes in the effectiveness of the total model averaged 4 percent in favor of white females and black males. However, between the races, variance differences in the model's effectiveness average 8 percent in favor of whites.

A close inspection of Table 7-10 shows that the stronger race effect for whites is most likely associated with the stronger impact of curriculum on college attendance for whites than blacks (rows 8; column 12). This is particularly true among males--curriculum has a modest impact on white male college attendance but no significant effect on black male college attendance. A second variable that probably contributes to the higher predictability of the model for whites is the stronger impact of educational expectations on college attendance operating for whites than blacks. As indicated by the metric values, the racial difference here is larger among females than males (rows 15; column 12).

An important implication here which contrasts with past studies is that present race differences in favor of whites are attributed to (1) curriculum placement--a crucial within-school stratification variable, and (2) educational expectations--an important academic goal orientation. Similar past studies have attributed whites' advantage in the model's effectiveness to the stronger influence of major background variables--SES and mental ability operating for whites (Portes and Wilson, 1976; Porter, 1974; Kerckhoff and Campbell, 1977). Also, the present findings show that when the full set of variables is considered, the composite impact of SES on college attendance is almost equal among white and balck females but noticeably higher for black males than white males (rows 5, column 12). The influence of mental ability on college attendance in the full model or equation is also stronger for black males than white males while metric values suggest the reverse among females.

Thus what is apparent here is that: (1) in influencing college attendance, curriculum differentiation and academic goal orientation rather than SES and mental ability produce major racial differences in favor of whites; and (2) to the extent that the influence of SES and mental ability on college attendance are at some point prime assets for whites, their positive impact, particularly for white males is operative more so when school process, social-psychological and interpersonal factors are not considered than when such factors are considered. A similar conclusion was reached by Portes and Wilson (1976). More important, the present findings seem to strongly imply that school stratification processes and students' own academic goals may be becoming more important in affecting various educational outcomes than traditional background measures.

Continuing with the direct impact of perceived college ability, significant others' influences and educational expectations on college attendance, perceived college ability exerts a small significant impact only for black females (rows 14; column 12). Significant others' influences however, exerts a modest joint impact almost equal in magnitude on the college attendance of white and black males and white and black females. Finally, educational expectations is the most important predictor of college attendance for whites and blacks, and as noted previously its impact is stronger for whites than blacks--particularly among females.

To summarize, major racial differences influencing college attendance involved the stronger impact of curriculum and educational expectations operating for whites and consequently the higher predictability of the research model for whites relative to blacks. A second interesting

race effect which was most apparent among males concerned the stronger impact of SES and mental ability on college attendance that existed for black males relative to white males when considering the full set of variables. Thus the present data suggest that the previous observation of the stronger impact of SES and mental ability on educational attainment for whites only exists net of the influence of school process, interpersonal and social-psychological variables.

Apart from indicating important racial differences, this examination of race interactions indicated that for whites and blacks, educational expectations was the most important determinant of college attendance, although its impact was particularly stronger for white females than black females. The modest impact of significant others' influences on college attendance was also similar for the racial groups.

Discussion and Implications

The major observations from this analysis suggest several implications. First, the presence of race and sex main and interaction effects, illustrated in the preliminary analysis and detailed in subsequent analyses, supports the argument that the educational attainment process is not a totally uniform process which operates in the same manner and at the same level of efficiency for all groups in U. S. society. To the contrary, these data show significant differences in the likelihood of college attendance for groups varying by race and sex. First, race differences were observed to be more consequential for college attendance than were sex differences. This implies that the existing structural and socialization processes of differentiation in U. S. society produce greater

inequality of educational opportunity between the races than between the sexes. However, sex differences which were observed to be more consequential among whites than blacks and more to the disadvantage of white females than white males also suggests that equality between the sexes, particularly among whites, has not yet been achieved.

Second, the prime role of curriculum, class rank, educational expectations and to a lesser extent "significant others" in mediating the direct influence of structural background variables (i.e., SES, mental ability, race and sex) on college attendance implies that currently the internal stratification processes within the schools, coupled with students' educational goal orientations and to a lesser extent "significant others," may be more influential in directly affecting various educational outcomes than external societal stratification processes. For example, in terms of sex differences, curriculum and expectations were more important in influencing females' chances of college attendance while class rank and significant others were more important for males. For race differences, both expectations and curriculum placement were more influential in affecting white attendance than black attendance. The direct impact of SES and mental ability on college attendance in the full model, however, was minimal for whites and black females. But for black males, apart from their own educational expectations, family background maintained a modest impact on college attendance; thus black males represent an exception to the above generalization in that societal stratification processes associated with family background status still operate as a contingency affecting their chances of college attendance.

Lastly, the lower predictability of the research model for blacks relative to whites and, simultaneously, the existence of several black advantages associated with the direct effects of race, strongly implies the need to identify additional factors that might better explain racial disparities in educational attainment. Possible relevant factors might involve examining the importance of racial and SES context of students' high school in influencing college attendance. Also the consequences of being enrolled in various types of post-secondary institutions and fields of study, and the persistence of students throughout various stages in the educational career process, may be additional factors affecting race and sex differences.

Finally, we need to investigate additional structural variables that might prove to be better indicators of various forms of inequality in educational systems and society at large. Unfortunately, such variables are problematic in terms of identification and measurement and, as a result, they are more often conceptualized theoretically than operationally. Porter's (1974) and Kerckhoff and Campbell's (1977) attempt to examine the effects of variables associated with the school's normative structure (i.e., conformity and discipline) and the consequences that students' behavior and personality attributes imply for various school climates and educational outcomes may be quite valuable in initiating similar types of inquiry associated with within-school processes and school outcomes.

Footnotes

1. The reader should consult Sewell, Haller and Portes (1969) and Sewell, Haller and Ohlendorf (1970) for a more detailed elaboration of the theoretical linkages postulated in Figure 1. Also Alexander and McDill (1976) and Porter (1974) should be consulted for a discussion of the role of curriculum and school performance measures in the attainment process.

2. A measure of parental income was initially included among the measures of family status. However, because of the amount of missing data associated with the measure and its lack of contribution to the analysis, this variable was deleted from further analyses.

3. Heise's "sheaf" coefficient can be directly interpreted as a partial multiple regression coefficient. It is a useful measure which summarizes the direct influence of such unmeasured and abstract constructs like SES on a given dependent variable when other variables are controlled.

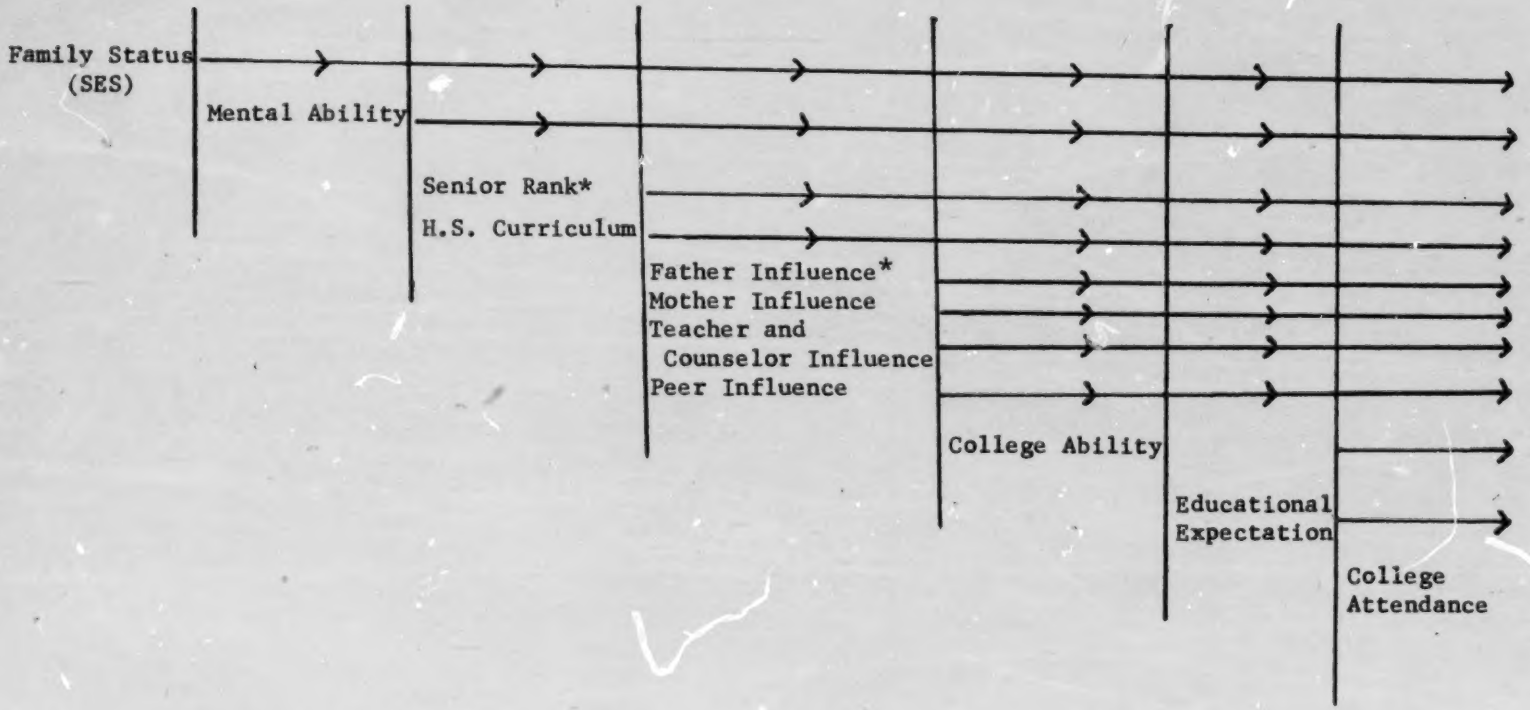
4. Significant path coefficients ranging between $\pm$ .02 and $\pm$ .09 are described as having a "small" effect while coefficients ranging between $\pm$ .10 and $\pm$ .25 are described as having a "modest" effect. Coefficients of $\pm$ .26 and above are considered as having a "substantial" effect.

5. In comparing coefficients within and between groups, the arbitrary value difference of $\pm$ .04 and above values will be considered adequate for claiming that path coefficients differ significantly within groups and also between groups provided that the corresponding

unstandardized values differ by at least $\pm$ .01 and are consistent with the interpretations based upon corresponding standardized values. In instances where between group comparisons are made and unstandardized values are inconsistent with standardized values, the unstandardized values will be given priority in interpreting results since they are more appropriate for between group comparisons.

Figure 1

Structural, Interpersonal and Social-Psychological Influences on Access to College



*The Relationship between these variables is not examined.

Table 1
Variance Explained by Race Main and Interaction Effects
Involving Model of College Attendance for Males and Females

Dependent Variables	Males (N=5,104) Independent Variables: Full Model (a)	Full Model + Race (b)	Full Model + Race + Interactions (c)	Females (N=5,416) Full Model (a)	Full Model + Race (b)	Full Model + Race + Interactions (c)
1. Mental Ability	.135	.170	.171	.124	.183	.184
2. Senior Rank	.253	.258	.261	.281	.286	.289
3. Curriculum	.207	.212	.212	.204	.222	.223
4. Teacher's/Counselor's Influence	.103	.111	.113	.103	.113	.114
5. Father's Influence	.130	.133	.137	.137	.142	.144
6. Mother's Influence	.126	.132	.134	.135	.154	.155
7. Peer Influence	.228	.232	.235	.200	.205	.207
8. College Ability	.324	.333	.351	.328	.334	.342
9. Educational Expectations	.522	.523	.570	.482	.490	.553
10. College Attendance	.434	.434	.442	.457	.458	.474

Column Difference/F Ratio			
1a vs. 1b = 214.72***	6a vs. 6b = 35.29***	1a vs. 1b = 390.73***	6a vs. 6b = 121.79***
1b vs. 1c = n.s.	6b vs. 6c = 1.68*	1b vs. 1c = n.s.	6b vs. 6c = n.s.
2a vs. 2b = 34.25***	7a vs. 7b = 26.49***	2a vs. 2b = 37.88***	7a vs. 7b = 34.01***
2b vs. 2c = 4.14***	7b vs. 7c = 2.86***	2b vs. 2c = 4.54***	7b vs. 7c = 13.60***
3a vs. 3b = 32.26***	8a vs. 8b = 68.70***	3a vs. 3b = 125.00***	8a vs. 8b = 48.78***
3b vs. 3c = n.s.	8b vs. 8c = 12.78***	3b vs. 3c = n.s.	8b vs. 8c = 5.96***
4a vs. 4b = 45.98***	9a vs. 9b = 10.64***	4a vs. 4b = 60.97***	9a vs. 9b = 85.11***
4b vs. 4c = 1.64*	9b vs. 9c = 46.08***	4b vs. 4c = n.s.	9b vs. 9c = 63.25***
5a vs. 5b = 17.65***	10a vs. 10b = n.s.	5a vs. 5b = 31.45***	10a vs. 10b = 10.00***
5b vs. 5c = 3.36***	10b vs. 10c = 5.59***	5b vs. 5c = 1.80*	10b vs. 10c = 12.56***

* = significance at .05 level
** = significance at .01 level
*** = significance at .001 level

Table 2

Variance Explained by Sex Main and Interaction Effects Involving Model of College Attendance for Whites and Blacks

	Whites (N=9,645) Independent Variables			Blacks (N=875)		
Dependent Variables	Full Model (a)	Full Model + Sex (b)	Full Model + Sex + Interactions (c)	Full Model (a)	Full Model + Sex (b)	Full Model + Sex + Interactions (c)
1. Mental Ability	.108	.113	.113	.087	.091	.093
2. Senior Rank	.282	.318	.319	.136	.168	.170
3. Curriculum	.217	.223	.223	.170	.170	.172
4. Teacher's/Counselor's Influence	.113	.114	.114	.062	.062	.073
5. Father's Influence	.142	.148	.149	.114	.115	.120
6. Mother's Influence	.141	.146	.147	.123	.123	.129
7. Peer Influence	.230	.230	.231	.104	.105	.110
8. College Ability	.336	.338	.352	.245	.254	.267
9. Educational Expectations	.510	.521	.571	.352	.411	.445
10. College Attendance	.455	.455	.465	.341	.342	.366
Column Difference/F Ratio						
1a vs. 1b = 54.35***	6a vs. 6b = 56.18***		1a vs. 1b = 3.82**	6a vs. 6b = n.s.		
1b vs. 1c = n.s.	6b vs. 6c = n.s.		1b vs. 1c = n.s.	6b vs. 6c = n.s.		
2a vs. 2b = 507.04***	7a vs. 7b = n.s.		2a vs. 2b = 33.37***	7a vs. 7b = n.s.		
2b vs. 2c = 2.82**	7b vs. 7c = 1.79*		2b vs. 2c = n.s.	7b vs. 7c = n.s.		
3a vs. 3b = 74.07***	8a vs. 8b = 28.98***		3a vs. 3b = n.s.	8a vs. 8b = 10.40***		
3b vs. 3c = n.s.	8b vs. 8c = 19.00***		3b vs. 3c = n.s.	8b vs. 8c = 1.37***		
4a vs. 4b = 10.87***	9a vs. 9b = 220.00***		4a vs. 4b = n.s.	9a vs. 9b = 86.26***		
4b vs. 4c = n.s.	9b vs. 9c = 92.60***		4b vs. 4c = n.s.	9b vs. 9c = 4.33***		
5a vs. 5b = 68.18***	10a vs. 10b = n.s.		5a vs. 5b = n.s.	10a vs. 10b = n.s.		
5b vs. 5c = n.s.	10b vs. 10c = 13.73***		5b vs. 5c = n.s.	10b vs. 10c = 2.46***		

* = significance at .05 level
** = significance at .01 level
*** = significance at .001 level

Table 3

Path and Metric Coefficients Representing Model of College Attendance for Males (N=5,104)

	Mental Ability	Rank	Curriculum	Teacher Counselor	Father	Mother	Peer	College Ability
Father's Occupation	.077* (.075)	.004 (.000)	.065* (.001)	.005 (.000)	.072* (.004)	.039* (.002)	.053* (.002)	.013 (.000)
Father's Education	.167* (1.17)	.016 (.014)	.074* (.011)	.023 (.004)	.063* (.028)	.013 (.006)	.048* (.013)	.019 (.006)
Mother's Education	.139* (1.29)	.000 (.000)	.046* (.009)	-.016 -(.003)	.037* (.022)	.082* (.046)	.073* (.027)	.045* (.018)
Household Index	.030 (.417)	-.023 -(.038)	.059* (.018)	.019 (.006)	.096* (.085)	.064* (.054)	.056* (.031)	.020 (.012)
SES Index	.359	.024	.184	.032	.200	.148	.172	.075
Race	.193* (17.54)	-.076* -(.818)	-.070* -(.139)	-.099* -(.206)	-.058* -(.335)	-.083* -(.460)	-.072* -(.265)	-.104* -(.403)
Mental Ability		.518* (.061)	.377* (.008)	.126* (.003)	.035* (.002)	.081* (.005)	.154* (.006)	.208* (.009)
Class Rank				.169* (.033)	.088* (.047)	.100* (.051)	.104* (.356)	.193* (.069)
Curriculum				.115* (.120)	.187* (.544)	.185* (.513)	.244* (.450)	.072* (.140)
Teacher/Counselor Influence								.121* (.225)
Father Influence								.077* (.052)
Mother Influence								.016 (.011)
Peer Influence								.133* (.140)
SOI Index								.246
College Ability								
Educational Expectations								
R^2	.125	.258	.212	.111	.133	.133	.232	.333

Table 3 (continued)

Males

	Educational Expectations	College Attendance	College Attendance	College Attendance
Father's Occupation	.036*	.081*	.064*	.032*
	(.001)	(.002)	(.001)	(.001)
Father's Education	.072*	.107*	.085*	.043*
	(.022)	(.016)	(.013)	(.007)
Mother's Education	.031*	.068*	.056*	.020
	(.012)	(.014)	(.011)	(.004)
Household Index	.023*	.067*	.057*	.024*
	(.014)	(.020)	(.017)	(.007)
SES Index	.128	.246	.199	.091
Race	-.040*	-.092*	-.060*	-.010
	-(.157)	-(.182)	-(.119)	-(.020)
Mental Ability	.121*	.346*	.155*	.055*
	(.005)	(.007)	(.003)	(.001)
Class Rank	.106*		.190*	.098*
	(.039)		(.035)	(.018)
Curriculum	.187*		.247*	.097*
	(.366)		(.246)	(.097)
Teacher/Counselor Influence	.020*			.030*
	(.037)			(.029)
Father Influence	.095*			.029*
	(.064)			(.010)
Mother Influence	.112*			.052*
	(.080)			(.019)
Peer Influence	.167*			.108*
	(.178)			(.058)
SOI Index	.301			.163
College Ability	.186*			.001
	(.18?)			(.006)
Educational Expectations				.355*
				(.180)
R^2	.523	.225	.315	.434

Note: Positive coefficients for race indicate an advantage for whites; negative coefficients indicate a disadvantage for whites.

Note: (a) Asterisks after coefficients indicate significance at the .001 level; (b) coefficients in parentheses are metric values; (c) statistics are based on unweighted Ns.

Table 4

Path and Metric Coefficients Representing
Model of College Attendance for Females (N=5,416)

	Mental Ability	Rank	Curriculum	Teacher/ Counselor	Father	Mother	Peer	College Ability
Father's Occupation	.068*	-.022	.042*	.002	.050*	.027	.018	.014
	(.066)	-(.002)	(.001)	(.000)	(.003)	(.001)	(.001)	(.000)
Father's Education	.127*	.015	.085*	.001	.143*	.049*	.091*	.020
	(.868)	-(.011)	(.013)	(.000)	(.065)	(.019)	(.025)	(.006)
Mother's Education	.170*	.011	.062*	.007	.015	.120*	.056*	.010
	(1.52)	(.011)	(.012)	(.001)	(.009)	(.062)	(.020)	(.004)
Household Index	.006	-.030*	.066*	.007	.100*	.059*	.079*	.055*
	(.081)	-(.045)	(.019)	(.002)	(.087)	(.046)	(.041)	(.031)
SES Index	.307	.047	.194	.013	.242	.198	.188	.077
Race	.253*	-.077*	-.146*	-.107*	-.080*	-.151*	-.079*	-.085*
	(19.1)	-(.658)	-(.244)	-(.183)	-(.398)	-(.665)	-(.239)	-(.276)
Mental Ability		.562*	.397*	.096*	.014	.064*	.102*	.171*
		(.064)	(.009)	(.002)	(.001)	(.004)	(.004)	(.007)
Class Rank				.193*	.062*	.064*	.101*	.222*
				(.038)	(.036)	(.033)	(.036)	(.084)
Curriculum				.128*	.197*	.207*	.248*	.069*
				(.132)	(.590)	(.545)	(.449)	(.134)
Teacher/Counselor Influence								.149*
								(.280)
Father Influence								.044*
								(.028)
Mother Influence								.079*
								(.057)
Peer Influence								.119*
								(.127)
SOI Index								.272
College Ability								
Educational Expectations								
R^2	.183	.286	.222	.113	.142	.154	.205	.334

Table 4 (continued)
Females

	Educational Expectations	College Attendance	College Attendance	College Attendance
Father's Occupation	.033*	.065*	.054*	.032*
	(.001)	(.001)	(.001)	(.001)
Father's Education	.060*	.122*	.097*	.045*
	(.017)	(.018)	(.014)	(.007)
Mother's Education	.052*	.099*	.078*	.033*
	(.019)	(.019)	(.015)	(.006)
Household Index	.016	.066*	.048*	.014
	(.009)	(.019)	(.014)	(.004)
SES Index	.128	.271	.214	.097
Race	-.102*	-.172*	-.116*	-.032*
	-(.323)	-(.285)	-(.192)	-(.052)
Mental Ability	.112*	.337*	.145*	.061*
	(.005)	(.007)	(.003)	(.001)
Class Rank	.058*		.116*	.045*
	(.021)		(.022)	(.009)
Curriculum	.222*		.320*	.150*
	(.419)		(.317)	(.149)
Teacher/Counselor Influence	.038*			.011
	(.069)			(.011)
Father Influence	.087*			.014
	(.055)			(.005)
Mother Influence	.168*			.044*
	(.120)			(.017)
Peer Influence	.151*			.074*
	(.158)			(.040)
SOI Index	.330			.108
College Ability	.136*			.013
	(.133)			(.007)
Educational Expectations				.405*
				(.213)
R^2	.490	.227	.324	.457

Table 5

Path and Metric Coefficients Representing
Model of College Attendance for Whites (N=9,645)

	Mental Ability	Rank	Curriculum	Teacher/ Counselor	Father	Mother	Peer	College Ability
Father's Occ.	.069*	-.006	.054*	.003	.056*	.028*	.031*	.012
	(.066)	-(.001)	(.001)	(.000)	(.003)	(.002)	(.001)	(.000)
Father's Education	.162*	.002	.078*	.012	.097*	.032*	.072*	.021*
	(1.09)	(.002)	(.012)	(.002)	(.044)	(.013)	(.020)	(.006)
Mother's Education	.157*	.007	.058*	-.004	.039*	.104*	.064*	.025*
	(1.39)	(.008)	(.012)	-(.001)	(.023)	(.057)	(.024)	(.010)
Household Index	.017	-.020*	.060*	.009	.089*	.056*	.063*	.036*
	(.229)	-(.034)	(.019)	(.003)	(.081)	(.047)	(.036)	(.022)
SES Index	.331	.021	.187	.017	.211	.168	.173	.070
Sex	-.070*	-.191*	.077*	.024*	.081*	.074*	-.012	.047*
	-(3.07)	-(1.02)	(.077)	(.025)	(.236)	(.200)	-(.023)	(.091)
Mental Ability		.520*	.373*	.112*	.018	.065*	.128*	.185*
		(.064)	(.008)	(.003)	(.001)	(.004)	(.005)	(.008)
Class Rank				.185*	.086*	.085*	.105*	.212*
				(.036)	(.047)	(.043)	(.035)	(.077)
Curriculum				.125*	.199*	.202*	.256*	.075*
				(.129)	(.582)	(.549)	(.468)	(.146)
Teacher/Counselor Influence								.133*
								(.249)
Father Influence								.056*
								(.037)
Mother Influence								.052*
								(.037)
Peer Influence								.123*
								(.131)
SOI Index								.256
College Ability								
Educational Expectations								
R^2	.112	.318	.223	.114	.148	.146	.230	.338

Table 5 (continued)

Whites

	Educational Expectations	College Attendance	College Attendance	College Attendance
Father's Occ.	.032*	.069*	.054*	.030*
	(.001)	(.001)	(.001)	(.001)
Father's Education	.068*	.118*	.095*	.046*
	(.020)	(.018)	(.014)	(.007)
Mother's Education	.038*	.085*	.066*	.026*
	(.015)	(.017)	(.013)	(.005)
Household Index	.029*	.069*	.054	.019*
	(.017)	(.021)	(.017)	(.006)
SES Index	.129*	.259	.205	.093
Sex	.107*	.063*	.070*	.014*
	(.207)	(.062)	(.070)	(.014)
Mental Ability	.104*	.329*	.138*	.053*
	(.005)	(.007)	(.003)	(.001)
Class Rank	.083*		.156*	.071*
	(.030)		(.029)	(.013)
Curriculum	.210*		.293*	.127*
	(.405)		(.292)	(.127)
Teacher/Counselor Influence	.030*			.024*
	(.055)			(.023)
Father Influence	.091*			.018
	(.060)			(.006)
Mother Influence	.142*			.050*
	(.101)			(.018)
Peer Influence	.156*			.090*
	(.165)			(.049)
SOI Index	.316			.135
College Ability	.160			.002
	(.159)*			(.001)
Educational Expectations				.389*
				(.200)
R^2	.521	.233	.329	.455

Note: Positive coefficients for sex indicate an advantage for males; negative coefficients indicate a disadvantage for males.

Table 6

Path and Metric Coefficients Representing
Model of College Attendance for Blacks (N=875)

	Mental Ability	Rank	Curriculum	Teacher/ Counselor	Father	Mother	Peer	College Ability
Father's Occ.	.123*	-.039	.016	.011	.093*	.076*	.072*	.019
	(.124)	-(.005)	(.000)	(.000)	(.007)	(.004)	(.003)	(.001)
Father's Education	.023	-.052	.065	-.003	.161*	.022	.031	-.012
	(.155)	-(.044)	(.010)	-(.000)	(.083)	(.009)	(.009)	-(.003)
Mother's Education	.202*	.012	.026	-.009	-.102*	.057	.064	.073*
	(1.53)	(.011)	(.005)	-(.001)	-(.059)	(.026)	(.021)	(.023)
Household Index	.030	-.069*	.072*	.048	.161*	.117*	.099*	.049
	(.343)	-(.099)	(.019)	(.013)	(.140)	(.079)	(.048)	(.023)
SES Index	.297	.115	.136	.048	.272	.199	.193	.103
Sex	-.060*	-.178*	-.016	.018	.043	-.012	-.031	.098*
	-(2.58)	-(.959)	-(.016)	(.018)	(.141)	-(.030)	-(.056)	(.176)
Mental Ability		.367*	.356*	.067*	.052	.114*	.070*	.163*
		(.046)	(.206)	(.001)	(.004)	(.007)	(.003)	(.007)
Class Rank				.171*	-.009	.075*	.083*	.205*
				(.032)	-(.006)	(.035)	(.028)	(.068)
Curriculum				.082*	.127*	.132*	.133*	.025
				(.082)	(.414)	(.337)	(.242)	(.045)
Teacher/Counselor Influence								.160*
								(.286)
Father Influence								.068*
								(.037)
Mother Influence								.024
								(.018)
Peer Influence								.146*
								(.144)
SOI Index								.268
College Ability								
Educational Expectations								
R^2	.091	.168	.170	.062	.115	.123	.105	.254

Table 6 (continued)

Blacks

	Educational Expectations	College Attendance	College Attendance	College Attendance
Father's Occupation	.045 (.002)	.083* (.002)	.085* (.002)	.043 (.001)
Father's Education	049 (.015)	.051 (.008)	.046 (.007)	.011 (.002)
Mother's Education	.078* (.027)	.086* (.015)	.080* (.014)	.039 (.007)
Household Index	-.081* -(.042)	.037 (.010)	.032 (.009)	.015 (.004)
SES Index	.130	.192	.182	.081
Sex	.002 (.005)	-.044 -(.044)	-.016 -(.016)	-.024 -(.024)
Mental Ability	.197* (.009)	.310* (.007)	.190* (.004)	.084* (.002)
Class Rank	.088* (.032)		.138* (.026)	.070* (.013)
Curriculum	.150* (.292)		.196* (.197)	.101* (.102)
Teacher/Counselor Influence	.014 (.028)			-.021 -(.021)
Father Influence	.080* (.048)			.044* (.013)
Mother Influence	.113* (.087)			.065* (.026)
Peer Influence	.184* (.197)			.075 (.041)
SOI Index	.281			.131
College Ability	.168* (.183)			.041 (.023)
Educational Expectations				.326 (.168)
R^2	.411	.171	.226	.342

Table 7

Path and Metric Coefficients Representing
Model of College Attendance for White Males (N=4,758)

	Mental Ability	Rank	Curriculum	Teacher/ Counselor	Father	Mother	Peer	College Ability
Father's Occupation	.075* (.072)	.004 (.000)	.067* (.001)	.007 (.000)	.073* (.004)	.036* (.002)	.045* (.002)	.007 (.000)
Father's Education	.181* (1.24)	.020 (.017)	.073* (.011)	.022 (.003)	.054* (.024)	.016* (.007)	.051* (.015)	.021 (.006)
Mother's Education	.142* (1.30)	-.002 -(.002)	.047* (.010)	-.007 -(.002)	.050* (.030)	.084* (.048)	.074* (.028)	.046* (.018)
Household Index	.026 (.362)	-.016 -(.027)	.053* (.017)	.016 (.005)	.083* (.077)	.055* (.049)	.057* (.033)	.021* (.013)
SES Index	.343	.022	.180	.032	.191	.143	.164	.074
Mental Ability		.513* (.062)	.368 (.008)	.121* (.003)	.023 (.001)	.069* (.004)	.150* (.006)	.205* (.009)
Senior Rank				.174* (.033)	.103* (.055)	.106* (.055)	.105* (.036)	.188* (.068)
Curriculum				.117* (.122)	.192* (.554)	.189* (.526)	.254* (.468)	.077* (.150)
Teacher/Counselor Influence								.120* (.226)
Father Influence								.080* (.054)
Mother Influence								.014 (.010)
Peer Influence								.132* (.140)
SOI Index								.246
College Ability								
Educational Expectations								
R^2	.118	.268	.211	.215	.137	.133	.245	.339

Table 7 (continued)

White Males

	Educational Expectations	College Attendance	College Attendance	College Attendance
Father's Occupation	.036* (.001)	.080* (.002)	.062* (.001)	.032* (.001)
Father's Education	.073* (.022)	.109* (.017)	.087* (.013)	.044* (.007)
Mother's Education	.027* (.011)	.067* (.014)	.056* (.011)	.019 (.004)
Household Index	.033* (.021)	.061* (.019)	.050* (.016)	.016 (.005)
SES Index	.131	.241	.193	.087
Mental Ability	.109* (.005)	.335* (.007)	.143* (.003)	.049* (.001)
Senior Rank	.111* (.040)		.192* (.035)	.096* (.018)
Curriculum	.192* (.377)		.255* (.255)	.100* (.100)
Teacher/Counselor Influence	.021* (.040)			.030* (.029)
Father Influence	.105* (.071)			.021 (.007)
Mother Influence	.108* (.076)			.055* (.020)
Peer Influence	.160* (.171)			.110* (.060)
SOI Index	.301			.162
College Ability	.188* (.188)			.001 (.000)
Educational Expectations				.360* (.183)
R^2	.535	.225	.320	.438

Table 8

Path and Metric Coefficients Representing
Model of College Attendance for White Females (N=4,887)

	Mental Ability	Rank	Curriculum	Teacher/ Counselor	Father	Mother	Peer	College Ability
Father's Occupation	.062* (.058)	-.019 -(.002)	.043* (.001)	-.002 -(.000)	.04?* (.003)	.021 (.001)	.017 (.001)	.018 (.001)
Father's Education	.144 (.944)	-.015 -(.011)	.084* (.013)	.002 (.000)	.137* (.061)	.047* (.019)	.090* (.025)	.023 (.007)
Mother's Education	.172* (1.49)	.018 (.018)	.069* (.014)	.000 (.000)	.029 (.017)	.125* (.066)	.056* (.020)	.001 (.000)
Household Index	.008 (.111)	-.025* -(.039)	.067 (.020)*	.002 (.001)	.093* (.084)	.056* (.049)	.070* (.038)	.051* (.030)
SES Index	.320	.039	.198	.003	.233	.191	.178	.073
Mental Ability		.553* (.065)	.379* (.009)	.100* (.002)	.014 (.001)	.063* (.004)	.104* (.004)	.161* (.007)
Senior Rank				.188* (.038)	.066* (.038)	.058* (.030)	.099* (.035)	.228 (.087)
Curriculum				.134* (.138)	.205* (.605)	.214* (.567)	.258* (.469)	.074* (.143)
Teacher/Counselor Influence								.145* (.273)
Father Influence								.037* (.024)
Mother Influence								.087* (.064)
Peer Influence								.114* (.122)
SOI Index								.268
College Ability								
Educational Expectations								
R^2	.102	.300	.229	.113	.149	.152	.216	.341

Table 8 (continued)

White Females

	Educational Expectations	College Attendance	College Attendance	College Attendance
Father's Occupation	.026* (.001)	.059* (.001)	.047* (.001)	.028* (.001)
Father's Education	.063 (.018)	.127* (.019)	.101* (.015)	.048* (.006)
Mother's Education	.049 (.018)	.101* (.020)	.077* (.015)	.032* (.006)
Household Index	.025* (.014)	.075* (.023)	.056* (.017)	.021* (.006)
SES Index	.127	.276	.215	.099
Mental Ability	.101* (.004)	.323* (.007)	.136* (.003)	.057* (.001)
Senior Rank	.051* (.019)		.113* (.022)	.046* (.009)
Curriculum	.228* (.430)		.329* (.326)	.152* (.150)
Teacher/Counselor Influence	.040* (.074)			.018 (.018)
Father Influence	.083* (.053)			.016 (.005)
Mother Influence	.174* (.124)			.040* (.015)
Peer Influence	.154* (.159)			.072* (.039)
SOI. Index	.337			.10[illegible]
College Ability	.135* (.129)			.007 (.003)
Educational Expectations				.411* (.216)
R^2		.237	.337	.473

Table 9

Path and Metric Coefficients Representing Model of College Attendance for Black Males (N=346)

	Mental Ability	Rank	Curriculum	Teacher/ Counselor	Father	Mother	Peer	College Ability
Father's Occupation	.099 (.101)	-.022 -(.003)	.021 (.000)	-.040 -(.001)	.070 (.005)	.080 (.005)	.123* (.005)	.078 (.003)
Father's Education	.036 (.240)	-.071 -(.057)	.074 (.011)	.022 (.003)	.160* (.078)	-.000 -(.000)	-.020 -(.006)	-.019 -(.005)
Mother's Education	.161* (1.22)	.067 (.062)	.044 (.008)	-.103 -(.019)	-.115* -(.064)	.042 (.020)	.074 (.024)	.048 (.014)
Household Index	.079 (.946)	-.096 -(.141)	.112* (.030)	.044 (.013)	.204* (.179)	.148* (.111)	.035 (.018)	.006 (.003)
SES Index	.277	.119	.185	.105	.275	.203	.166	.097
Mental Ability		.346* (.042)	.327* (.357)	.122* (.003)	.122* (.009)	.185* (.011)	.114* (.005)	.165* (.006)
Senior Rank				.099 (.019)	-.054 -(.033)	.037 (.019)	.065 (.023)	.236 (.076)
Curriculum				.085 (.090)	.114* (.367)	.117* (.323)	.106* (.202)	.005 (.009)
Teacher/Counselor Influence								.127* (.209)
Father Influence								.063 (.034)
Mother Influence								.031 (.019)
Peer Influence								.128* (.116)
SOI Index								.236
College Ability								
Educational Expectations								
R^2	.077	.122	.171	.053	.136	.143	.092	.236

Table 9 (continued)

Black Males

	Educational Expectations	College Attendance	College Attendance	College Attendance
Father's Occupation	-.011 -(.000)	.071 (.002)	.072 (.002)	.039 (.001)
Father's Education	.053 (.016)	.062 (.009)	.065 (.010)	.032 (.005)
Mother's Education	.092* (.032)	.007 (.013)	.060 (.010)	.029 (.005)
Household Index	-.104* -(.057)	.120* (.033)	.122* (.033)	.115* (.031)
SES Index	.160	.246	.223	.157
Mental Ability	.233* (.011)	.326* (.007)	.228* (.006)	.090* (.002)
Senior Rank	.027 (.010)		.167* (.031)	.135* (.025)
Curriculum	.128* (.261)		.122* (.122)	.037 (.037)
Teacher/Counselor Influence	.004 (.007)			.028 (.027)
Father Influence	.020 (.012)			.104* (.032)
Mother Influence	.125* (.092)			.037 (.013)
Peer Influence	.245* (.260)			.070 (.036)
SOI Index	.311			.171
College Ability	.167* (.196)			-.001 -(.001)
Educational Expectations				.334* (.164)
R^2	.398	.203	.247	.378

Table 10

Path and Metric Coefficients Representing Model of College Attendance for Black Females (N=529)

	Mental Ability	Rank	Curriculum	Teacher/ Counselor	Father	Mother	Peer	College Ability
Father's Occupation	.141* (.141)	-.055 -(.007)	.012 (.000)	.054 (.001)	.111* (.009)	.076 (.004)	.034 (.001)	-.021 -(.001)
Father's Education	.020 (.136)	-.045 -(.038)	.063 (.010)	-.020 -(.003)	.166* (.088)	.046 (.018)	.066 (.019)	-.010 -(.003)
Mother's Education	.229* (1.73)	-.026 -(.024)	.012 (.002)	.066 (.011)	-.088 (.052)	.074 (.032)	.060 (.019)	.081* (.026)
Household Index	-.005 -(.056)	-.050 -(.068)	.050 (.013)	.040 (.010)	.130* (.112)	.089* (.056)	.139* (.064)	.075* (.036)
SES Index	.312	.122	.105	.112	.246	.202	.224	.118
Mental Ability		.396* (.249)	.374* (.009)	.015 (.000)	-.001 -(.000)	.053 (.003)	.038 (.001)	.169* (.007)
Senior Rank				.224* (.042)	.024 (.015)	.105* (.048)	.094 (.031)	.174* (.061)
Curriculum				.087* (.084)	.136* (.451)	.146* (.351)	.157* (.276)	.036 (.065)
Teacher/Counselor Influence								.185* (.349)
Father Influence								.077* (.042)
Mother Influence								.025* (.019)
Peer Influence								.154* (.160)
SOI Index								.295
College Ability								
Educational Expectations								
R^2	.099	.146	.171	.086	.109	.115	.118	.273

Table 10 (continued)

Black Females

	Educational Expectations	College Attendance	College Attendance	College Ability
Father's Occupation	.081* (.004)	.092* (.002)	.096* (.002)	.054 (.001)
Father's Education	.045 (.014)	.052 (.008)	.043 (.007)	.004 (.001)
Mother's Education	.073* (.025)	.092* (.017)	.093* (.017)	.048 (.009)
Household Index	-.062 -(.031)	-.016 -(.004)	-.022 -(.006)	-.047 -(.012)
SES Index	.131	.168	.165	.078
Mental Ability	.168* (.008)	.296* (.007)	.159* (.004)	.070* (.002)
Senior Rank	.126* (.046)		.123* (.024)*	.038 (.007)
Curriculum	.172* (.327)		.237* (.239)	.131* (.131)
Teacher/Counselor Influence	.015 (.030)			-.058 -(.060)
Father Influence	.109* (.063)			.010 (.003)
Mother Influence	.118* (.094)			.067 (.028)
Peer Influence	.139* (.150)			.080* (.046)
SOI. Index	.264			.118
College Ability	.172* (.178)			.072* (.039)
Educational Expectations				.335* (.177)
R^2	.432	.153	.218	.334

References

Alexander, K. L. and B. K. Eckland
1974 "Sex Differences in the Educational Attainment Process." American Sociological Review 5: 668-681.

Alexander, K. L. and E. L. McDill
1976 "Selection and Allocation within Schools: Some Causes and Consequences of Curriculum Placement." American Sociological Review 41: 963-980.

Allen, W. R.
1975 "The Antecedents of Adolescent Mobility Aspirations." Unpublished dissertation, University of Chicago.

Blalock, H. M.
1976 "Path Coefficients vs. Regression Coefficients." American Journal of Sociology 72: 675-676.

Blau, P. and O. D. Duncan
1967 The American Occupational Structure. New York: John Wiley.

Campbell, E. and C. N. Alexander
1964 "Peer Influences on Adolescent Educational Aspirations and Attainments." American Journal of Sociology 81: 230-241.

Duncan, O. D.
1975 Introduction to Structural Equation Models. New York: Academic Press.

Hauser, R. M.
1971 Socioeconomic Background and Educational Performance. Washington, D.C.: Rose Mongraph Series, American Sociological Association.

Heise, D. R.
1972 "Employing Nominal Variables, Induced Variables, and Block Variables in Path Analysis." Sociological Methods and Research 2: 147-173.

Hout, M. and W. R. Morgan
1975 "Race and Sex Variations in the Causes of the Expected Attainments of High School Seniors." American Journal of Sociology 81: 364-394.

Institute for the Study of Educational Policy, Howard University
1976 Equal Educational Opportunity for Blacks in U.S. Higher Education. Washington, D.C.: Institute for the Study of Educational Policy.

Kerckhoff, A. C.
1976 "The Status Attainment Process: Socialization or Allocation?" Presidential address delivered at the Annual Meetings of the Southern Sociological Society, Miami Beach, Florida.

Kerckhoff, A. C. and K. T. Campbell
1977 "Race and Social Status Differences in the Explanation of Educational Ambition." Social Forces 55: 701-714.

Kerlinger, F. N. and E. J. Pedhazur
1973 Multiple Regression in Behavioral Research. New York: Holt, Rinehart and Winston.

Porter, J. N.
1974 "Race, Socialization and Mobility in Educational and Early Occupational Attainment." American Sociological Review 39: 303-316.

Sewell, W. H. and V. P. Shah
1967 "Socioeconomic Status, Intelligence and the Attainment of Higher Education." Sociology of Education 40: 559-572.

Sewell, W. H., A. O. Haller and A. Portes
1969 "The Educational and Early Occupational Attainment Process." American Sociological Review 34: 82-92.

Sewell, W. H., A. O. Haller, and G. W. Ohlendorf
1970 "The Educational and Early Occupational Attainment Process: Replication and Revisions." American Sociological Review 35: 1014-1027.

Sewell, W. H., R. M. Hauser, and D. L. Featherman
1976 Schooling and Achievement in American Society. New York: Academic Press.

Thomas, G. E., K. L. Alexander and B. K. Eckland
1977 "Access to Higher Education: How Important Are Race, Sex, Social Class and Academic Credentials for College Access?" Baltimore: Johns Hopkins University Center for Social Organization of Schools, Report No. 226, April, 1977.

Thomas, G. E.
1975 "Race and Sex Effects in the Process of Educational Achievement." Unpublished Dissertation. University of North Carolina at Chapel Hill.

Walster, E., A. Cleary and M. M. Clifford
1972 "The Effect of Race and Sex on College Admission." Pp. 74-80 in Scarina Anderson (ed.), Sex Differences and Discrimination in Education. Worthington, Ohio: Charles Jones.

Wilson, K. L. and A. Portes
1975 "The Educational Attainment Process: Results from a National Sample." American Journal of Sociology 81: 343-363.

1976 "Black-White Differences in Educational Attainment." American Sociological Review 41: 414-431.

Wright, S.
1934 "The Method of Path Coefficients." Annuals of Mathematic Statistics 5: 161-215.

Appendix A

Table I

Item Means and Standard Deviations for Variables in Model of College Attendance for Race and Sex Subgroups

Groups		Variables: Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Senior Rank	Curriculum	
Males	$\bar{x}$	43.54	12.43	12.27	18.10	156.66	5.58	1.50	(N=5,104)
	SD	23.23	3.27	2.45	1.63	22.81	2.70	0.50	
Females	$\bar{x}$	42.13	12.25	12.09	17.89	158.54	6.75	1.44	(N=5,416)
	SD	22.96	3.30	2.53	1.70	22.46	2.54	0.50	
Whites	$\bar{x}$	44.03	12.49	12.25	18.12	159.50	6.23	1.47	(N=9,645)
	SD	22.91	3.25	2.46	1.60	21.84	2.68	0.50	
Blacks	$\bar{x}$	29.41	10.61	11.44	16.66	136.94	5.71	1.40	(N=875)
	SD	20.82	3.12	3.77	1.84	21.02	2.63	0.49	
White Males	$\bar{x}$	44.57	12.57	12.34	18.21	158.21	5.62	1.51	(N=4,758)
	SD	23.06	3.23	2.42	1.57	22.13	2.70	0.50	
White Female	$\bar{x}$	43.51	12.42	12.17	18.02	160.77	6.82	1.44	(N=4,887)
	SD	22.76	3.27	2.49	1.63	21.48	2.53	0.50	
Black Males	$\bar{x}$	29.43	10.55	11.47	16.60	135.39	5.07	1.37	(N=346)
	SD	20.97	3.21	2.80	1.78	21.32	2.60	0.48	
Black Females	$\bar{x}$	29.39	10.64	11.42	16.70	137.95	6.13	1.41	(N=529)
	SD	20.75	3.05	2.75	1.89	20.78	2.57	0.49	

Table I (continued)

Groups		Variables: Teacher/ Counselor Influence	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance	Race	Sex
Males	$\bar{x}$	2.64	3.37	3.48	1.28	4.15	2.46	0.46	1.93	
	SD	0.52	1.45	1.38	0.92	0.97	0.98	0.50	0.25	
Females	$\bar{x}$	2.66	3.14	3.31	1.32	4.15	2.26	0.41	1.90	
	SD	0.51	1.48	1.31	0.90	0.96	0.94	0.49	0.30	
Whites	$\bar{x}$	2.65	3.25	3.37	1.31	4.15	2.36	0.44		1.49
	SD	0.52	1.46	1.36	0.91	0.9[illegible]	0.96	0.50		0.50
Blacks	$\bar{x}$	2.74	3.22	3.62	1.27	4.20	2.39	0.41		1.39
	SD	0.49	1.60	1.24	0.89	0.88	0.96	0.49		0.49
White Males	$\bar{x}$	2.64	3.38	3.47	1.29	4.15	2.47	0.47		
	SD	0.52	1.44	1.39	0.92	0.98	0.98	0.50		
White Females	$\bar{x}$	2.65	3.13	3.28	1.32	4.14	2.25	0.41		
	SD	0.51	1.47	1.32	0.90	0.96	0.93	0.49		
Black Males	$\bar{x}$	2.73	3.28	3.55	1.20	4.24	2.35	0.37		
	SD	0.51	1.56	1.33	0.93	0.84	0.98	0.48		
Black Females	$\bar{x}$	2.75	3.19	3.66	1.31	4.18	2.42	0.44		
	SD	0.48	1.63	1.18	0.87	0.90	0.94	0.50		

Table II

Lower Diagonal Inter-Item Correlations Among Variables in Model of College Attendance for Males

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher Counselor Influence
Father's Occupation	____							
Father's Education	.574	____						
Mother's Education	.378	.567	____					
Household Index	.320	.337	.290	____				
Mental Ability	.266	.330	.288	.199	____			
Class Rank	.132	.171	.147	.068	.501	____		
Curriculum	.232	.271	.232	.175	.425	.383	____	
Teacher/Counselor Influence	.085	.110	.084	.056	.244	.275	.234	____
Father's Influence	.208	.226	.190	.182	.214	.207	.291	.211
Mother's Influence	.163	.185	.197	.140	.240	.231	.296	.234
Peer Influence	.225	.261	.246	.172	.353	.300	.396	.252
College Ability	.187	.233	.224	.131	.433	.425	.359	.308
Educational Expectations	.293	.353	.308	.210	.483	.441	.515	.285
College Attendance	.266	.314	.270	.195	.413	.394	.442	.251
Race	.164	.155	.088	.247	.251	.052	.065	-.043

Table II (continued)

Males

	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance	Race
Father's Occupation							
Father's Education							
Mother's Education							
Household Index							
Mental Ability							
Class Rank							
Curriculum							
Teacher/Counselor Influence							
Father's Influence	____						
Mother's Influence	.757	____					
Peer Influence	.289	.312	____				
College Ability	.277	.280	.371	____			
Educational Expectations	.421	.432	.491	.512	____		
College Attendance	.341	.354	.429	.379	.607	____	
Race	.016	-.014	.024	-.024	.032	.047	____

Table III

Lower Diagonal Inter-Item Correlations Among Variables in Model of College Attendance for Females

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher Counselor Influence
Father's Occupation	____							
Father's Education	.563	____						
Mother's Education	.376	.569	____					
Household Index	.315	.361	.325	____				
Mental Ability	.252	.305	.292	.230	____			
Class Rank	.092	.128	.142	.048	.527	____		
Curriculum	.207	.265	.251	.170	.420	.332	____	
Teacher/Counselor Influence	.056	.079	.089	.035	.224	.279	.235	____
Father's Influence	.204	.268	.203	.193	.185	.158	.292	.203
Mother's Influence	.155	.212	.243	.140	.207	.183	.311	.224
Peer Influence	.188	.259	.240	.183	.299	.256	.378	.239
College Ability	.161	.210	.207	.152	.409	.430	.352	.331
Educational Expectations	.248	.328	.318	.193	.410	.354	.517	.285
College Attendance	.246	.315	.298	.186	.380	.320	.482	.234
Race	.182	.160	.088	.187	.302	.080	.016	-.057

Table III (continued)

Females

	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance	Race
Father's Occupation							
Father's Education							
Mother's Education							
Household Index							
Mental Ability							
Class Rank							
Curriculum							
Teacher/Counselor Influence							
Father's Influence	____						
Mother's Influence	.667	____					
Peer Influence	.277	.295	____				
College Ability	.269	.298	.345	____			
Educational Expectations	.418	.465	.450	.456	____		
College Attendance	.330	.365	.395	.365	.630	____	
Race	-.011	-.086	.005	-.011	-.055	-.015	____

Table IV

Lower Diagonal Inter-Item Correlations
Among Variables in Model of College
Attendance for Whites

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher/ Counselor Influence
Father's Occupation	____							
Father's Education	.563	____						
Mother's Education	.374	.566	____					
Household Index	.294	.326	.292	____				
Mental Ability	.222	.293	.277	.131	____			
Class Rank	.103	.145	.138	.038	.530	____		
Curriculum	.223	.273	.246	.173	.428	.342	____	
Teacher/Counselor Influence	.083	.109	.095	.058	.266	.284	.242	____
Father's Influence	.211	.254	.209	.193	.207	.174	.305	.212
Mother's Influence	.172	.213	.231	.156	.244	.196	.314	.227
Peer Influence	.210	.268	.247	.179	.347	.287	.399	.253
College Ability	.183	.234	.220	.151	.450	.427	.365	.322
Educational Expectations	.282	.356	.321	.225	.461	.371	.530	.288
College Attendance	.262	.326	.291	.199	.408	.345	.474	.251
Sex	.023	.023	.033	.059	-.059	-.223	.064	-.014

Table IV (continued)

Whites

	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance	Sex
Father's Occupation							
Father's Education							
Mother's Education							
Household Index							
Mental Ability							
Class Rank							
Curriculum							
Teacher/Counselor Influence							
Father's Influence	____						
Mother's Influence	.736	____					
Peer Influence	.287	.309	____				
College Ability	.280	.293	.364	____			
Educational Expectations	.438	.460	.474	.488	____		
College Attendance	.347	.368	.420	.378	.628	____	
Sex	.083	.072	-.019	.002	.116	.055	____

Table V

Lower Diagonal Inter-Item Correlations Among Variables in Model of College Attendance for Blacks

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher Counselor Influence
Father's Occupation	____							
Father's Education	.478	____						
Mother's Education	.330	.547	____					
Household Index	.247	.327	.351	____				
Mental Ability	.208	.203	.265	.140	____			
Class Rank	-.001	-.010	.042	-.036	.352	____		
Curriculum	.148	.183	.187	.157	.390	.249	____	
Teacher/Counselor Influence	.044	.039	.050	.062	.164	.210	.157	____
Father's Influence	.206	.235	.110	.228	.143	.020	.192	.143
Mother's Influence	.178	.175	.194	.198	.245	.148	.241	.205
Peer Influence	.166	.171	.186	.178	.205	.146	.226	.172
College Ability	.137	.139	.194	.148	.339	.310	.235	.278
Educational Expectations	.229	.248	.274	.121	.451	.300	.392	.205
College Attendance	.209	.214	.237	.149	.369	.258	.346	.140
Sex	.001	-.014	.008	-.026	-.059	-.197	-.040	-.024

Table V (continued)

Blacks

	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance	Sex
Father's Occupation							
Father's Education							
Mother's Education							
Household Index							
Mental Ability							
Class Rank							
Curriculum							
Teacher/Counselor Influence							
Father's Influence	____						
Mother's Influence	.473	____					
Peer Influence	.205	.227	____				
College Ability	.188	.220	.280	____			
Educational Expectations	.276	.346	.379	.409	____		
College Attendance	.236	.297	.301	.302	.526	____	
Sex	.029	-.041	-.059	.035	-.308	-.063	____

Table VI

Lower Diagonal Inter-Item Correlations Among Variables in Model of College Attendance for White Males

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher/ Counselor Influence
Father's Occupation	———							
Father's Education	.570	———						
Mother's Education	.372	.562	———					
Household Index	.299	.318	.274	———				
Mental Ability	.239	.312	.279	.145	———			
Class Rank	.133	.177	.150	.065	.517	———		
Curriculum	.230	.269	.230	.162	.427	.388	———	
Teacher/ Counselor Influence	.101	.127	.099	.071	.270	.287	.245	———
Father's Influence	.210	.227	.196	.177	.219	.222	.298	.215
Mother's Influence	.167	.192	.200	.142	.250	.239	.301	.237
Peer Influence	.227	.270	.251	.176	.369	.311	.409	.259
College Ability	.196	.248	.233	.145	.461	.433	.370	.313
Educational Expectations	.298	.362	.310	.220	.494	.453	.525	.296
College Attendance	.266	.317	.269	.186	.416	.400	.449	.260

Table VI (continued)

White Males

	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance
Father's Occupation						
Father's Education						
Mother's Education						
Household Index						
Mental Ability						
Class Rank						
Curriculum						
Teacher/Counselor Influence						
Father's Influence	———					
Mother's Influence	.769	———				
Peer Influence	.293	.317	———			
College Ability	.284	.283	.379	———		
Educational Expectations	.434	.440	.496	.522	———	
College Attendance	.343	.357	.437	.387	.612	———

Table VII

Lower Diagonal Inter-Item Correlations Among Variables in Model of College Attendance For White Females

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher/ Counselor Influence
Father's Occupation	———							
Father's Education	.556	———						
Mother's Education	.374	.568	———					
Household Index	.288	.332	.306	———				
Mental Ability	.209	.279	.280	.127	———			
Class Rank	.088	.131	.149	.040	.547	———		
Curriculum	.214	.276	.259	.177	.439	.344	———	
Teacher/Counselor Influence	.066	.091	.092	.046	.262	.289	.243	———
Father's Influence	.209	.277	.218	.200	.208	.174	.305	.212
Mother's Influence	.174	.233	.259	.164	.249	.195	.321	.220
Peer Influence	.193	.267	.245	.184	.325	.269	.393	.247
College Ability	.170	.220	.207	.156	.440	.445	.362	.332
Educational Expectations	.264	.349	.330	.220	.448	.364	.530	.288
College Attendance	.257	.333	.309	.207	.409	.332	.495	.245

Table VII (continued)

White Females

	Father's Influence	Mother's Influence	Peer Influence	College Ability	Educational Expectations	College Attendance
Father's Occupation						
Father's Education						
Mother's Education						
Household Index						
Mental Ability						
Class Rank						
Curriculum						
Teacher/Counselor Influence						
Father's Influence	———					
Mother's Influence	.701	———				
Peer Influence	.288	.304	———			
College Ability	.278	.306	.350	———		
Educational Expectations	.433	.473	.462	.459	———	
College Attendance	.346	.374	.407	.370	.642	———

Table VIII

Lower Diagonal Inter-Item Correlations Among Variables in Model of College Attendance For Black Males

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher/ Counselor Influence
Father's Occupation	———							
Father's Education	.456	———						
Mother's Education	.348	.562	———					
Household Index	.203	.237	.318	———				
Mental Ability	.188	.191	.241	.159	———			
Class Rank	.014	-.000	.072	-.041	.329	———		
Curriculum	.154	.197	.207	.200	.373	.279	———	
Teacher/Counselor Influence	-.019	-.004	-.036	.041	.165	.153	.144	———
Father's Influence	.183	.221	.113	.263	.195	.002	.203	.180
Mother's Influence	.178	.153	.189	.229	.289	.129	.247	.177
Peer Influence	.185	.128	.171	.115	.218	.138	.204	.177
College Ability	.160	.111	.154	.093	.338	.337	.216	.228
Educational Expectations	.186	.219	.263	.075	.454	.257	.351	.164
College Attendance	.212	.228	.253	.226	.389	.277	.315	.164

Table VIII (continued)

Black Males

	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance
Father's Occupation						
Father's Education						
Mother's Education						
Household Index						
Mental Ability						
Class Rank						
Curriculum						
Teacher/Counselor Influence						
Father's Influence	———					
Mother's Influence	.615	———				
Peer Influence	.236	.241	———			
College Ability	.186	.224	.264	———		
Educational Expectations	.251	.337	.414	.388	———	
College Attendance	.304	.331	.321	.290	.524	———

Table IX

Lower Diagonal Inter-Item Correlations
Among Variables in Model of College
Attendance for Black Females

	Father's Occupation	Father's Education	Mother's Education	Household Index	Mental Ability	Class Rank	Curriculum	Teacher/ Counselor Influence
Father's Occupation	———							
Father's Education	.493	———						
Mother's Education	.317	.538	———					
Household Index	.274	.386	.372	———				
Mental Ability	.222	.211	.283	.126	———			
Class Rank	-.011	-.022	.026	-.042	.360	———		
Curriculum	.144	.174	.174	.130	.400	.225	———	
Teacher/Counselor Influence	0.89	.071	.112	.075	.162	.249	.164	———
Father's Influence	.220	.246	.109	.208	.114	.042	.188	.120
Mother's Influence	.178	.192	.199	.177	.208	.154	.235	.225
Peer Influence	.153	.202	.199	.218	.190	.136	.238	.167
College Ability	.122	.158	.220	.182	.344	.316	.240	.314
Educational Expectations	.258	.268	.283	.149	.448	.328	.418	.233
College Attendance	.209	.204	.227	.101	.352	.235	.363	.121

Table IX (continued)

Black Females

	Father Influence	Mother Influence	Peer Influence	College Ability	Educational Expectations	College Attendance
Father's Occupation						
Father's Education						
Mother's Education						
Household Index						
Mental Ability						
Class Rank						
Curriculum						
Teacher/Counselor Influence						
Father's Influence	———					
Mother's Influence	.378	———				
Peer Influence	.189	.213	———			
College Ability	.188	.223	.296	———		
Educational Expectations	.295	.352	.351	.427	———	
College Attendance	.198	.271	.283	.315	.527	———